DOCUMENT RESUME

ED 183 888 CE 024 510

TITLE Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Food Preparation.
INSTITUTION University of Northern Colorado, Greeley.
SPONS AGENCY Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE Jul 79
NOTE 42p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.
AVAILABLE FROM Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Ability; Basic Skills; Career Awareness; Cognitive Ability; Educational Assessment; Educational Testing; Food Service; *Food Service Workers; Guidelines; *Learning Problems; Listening Skills; Mathematics; *Needs Assessment; Postsecondary Education; Psychomotor Skills; Reading Skills; Secondary Education; Student Characteristics; *Student Needs; Tests; *Vocational Education; Vocational Interests
IDENTIFIERS Colorado

ABSTRACT

This basic vocational related skills assessment module in food preparation is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED183888

DESIGN AND IMPLEMENTATION OF AN ASSESSMENT MODEL FOR STUDENTS ENTERING VOCATIONAL EDUCATION PROGRAMS IN THE STATE OF COLORADO

FOOD PREPARATION

University of Northern Colorado

July - 1979

Project funded by:

State Board for Community Colleges and Occupational Education

CE 024 510

Project Staff:

Project Director - Nancy Hartley
Project Coordinator - Karen Otazo
Graduate Assistant - Connie Cline

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy K. Hartley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DESIGN AND IMPLEMENTATION OF AN ASSESSMENT MODEL FOR STUDENTS ENTERING VOCATIONAL EDUCATION PROGRAMS IN THE STATE OF COLORADO

Each learner should be considered as unique. All students have unique characteristics which are considered by alert teachers in their efforts to foster more effective learning. This is especially true in vocational programs where our opportunities to know each learner are greater than in some other classroom situations.

Douglas Towne
Sydney Wallace

The purpose of this project was to develop materials that could be utilized for informal assessment of students in vocational programs. The materials were then developed into a series of sixteen modules representing the seven service areas of vocational education. These modules will enable teachers to assess and identify some of the areas in which special needs students may encounter learning difficulties.

This project and the resulting modules are based on the assumption that one of the ways that vocational education can provide training "appropriate to the needs and progress of each ... individual," is to assess the needs of each individual. Another assumption is that "modifying" a vocational program may be done in many ways but cannot be done effectively until assessment of student needs has been completed. The modules will provide information that will enable vocational teachers to modify their materials or lessons based on the results of the assessment information.

Information which you obtain from the assessment may be used in the following ways:

grouping of students with similar instructional needs
placement of students in programs
modification of instructional materials
writing goals and objectives for the student
obtaining remedial help
as a model to devise your own materials
writing contracts for behavioral change
giving specific information to supplemental services or support staff for assisstance

Identification of learning problems clarifies the various level of abilities and the learning styles of students. This necessitates individualizing vocational programs and instruction.

The modules include basic academic skill assessment, motor skill assessment, and interest assessment.

The following vocational areas are included in the modules:

1) *Welding*
2) *Sheet Metal*
3) *Agriculture*
4) *Graphic Arts*
5) *Woodworking*
6) *Automotive*
7) *Autobody*
8) *Drafting*
9) *Health Occupations*
10) *World of Work*
11) *Food Preparation*
12) *Child Care*
13) *Distributive Education*
14) *Electricity*
15) *Horticulture*
16) *Business and Office Occupations*

The assessment of student abilities are important for success in the vocational classroom. The basic skills assessment includes Reading Skills, Listening Skills, Using a book to locate information, and Mathematics. The mathematics section covers many of the basic operations and applications of math that is needed in vocational classes.

The reading section offers paragraphs written at two different reading levels; the first paragraph being easy (4-8), the second paragraph more difficult (9-12). Those students who have trouble with both paragraphs will find it difficult to learn through reading.

As a result of the field testing comments, there are two areas which are only included in the module entitled, World of Work. These two areas are "Following Directions" and "Safety Warnings Quiz". They were judged too "easy" for inclusion in all modules. This module was written specifically for students in disadvantaged and handicapped programs.

Materials are color coded for ease of usage and efficiency.

Yellow - *Student Sheets*
White - *Vocational Awareness Questionnaire*
Salmon - *Matrices*
Green - *Teacher Materials*
Gold - *Class Scoring Sheets*

DAILY LIVING COMPETENCIES

PERSONAL CHARACTERISTICS

WORK APTITUDES

MOTOR SKILLS

MATRICES
SKILLS CHECK LISTS

DIRECTIONS TO THE TEACHER:

* This section is designed to assess capabilities that are not easily quantifiable. Therefore, you will use these as observation instruments.
* More than anything else, these are to be used as diagnostic tools to help establish goals and objectives.
* Using the matrices, observe the student over a period of several weeks in several different situations.
* There are many reasons for poor or below average levels of performance. These may include environmental influences and health, i.e., stress, nutrition, physical limitations. The matrices are merely a guide to reflect how well a student is doing in your area.

DIRECTIONS: Please check the level each student is at according to the following scale.

1. poor
2. below average
3. average
4. good
5. very good
6. n/a

STUDENT MATRIX SKILLS CHECK LIST																
DAILY LIVING COMPETENCIES:																
Can give personal information																
Money concepts																
Transportation abilities																
Job seeking skills																
Completes work																
Understands directional terms																
Understands safety rules																
Demonstrates cooperation with others																
Punctuality																
Attendance																

DIRECTIONS: Please check the level each student is at according to the following scale.

1. poor
2. below average
3. average
4. good
5. very good
6. n/a

STUDENT / MATRIX SKILLS CHECK LIST															
PERSONAL CHARACTERISTICS:															
Grooming															
Personal Hygiene															
Physical Tolerance Full Workday															
Peer Relationships															
Self Confident															
Works Well Alone															
Works Well in Group															

DIRECTIONS: Please check the level each student is at according to the following scale.

1. poor
2. below average
3. average
4. good
5. very good
6. n/a

STUDENT	MATRIX SKILLS CHECK LIST												
WORK APTITUDES:													
Follows Written Instructions													
Follows Verbal Instructions													
Follows Demonstration													
Retains Instructions													
Improves with Repetition													
Conceptualizes the Problem													
Follows Multi-stepped Instructions													
Uses good judgement													

DIRECTIONS: Please check the level each student is at according to the following scale.

1. poor
2. below average
3. average
4. good
5. very good
6. n/a

STUDENT / MATRIX SKILLS CHECK LIST																		
MOTOR SKILLS:																		
Perform Manipulative Tasks																		
Move Around Objects																		
Use Large Tools																		
Small Motor-eye-hand Coordination																		
Two Hand Coordination																		
Use Small Tools																		
Finger Dexterity																		
Steady Work Pace																		
Heavy Lifting																		

READING SKILLS

DIRECTIONS TO THE TEACHER:

This instrument is designed to assess how well the student understands written materials. The skills are broken into vocabulary, (Question 1-5), main ideas, (Question 6), details or facts, (Question 7), and inference or logical deduction, (Question 8).

1. Have students read each paragraph and then answer the questions on the following page. The students may refer to the original paragraph while completing the questions. (Time: approximately 15 minutes).
2. Collect all sheets.
3. Correct worksheets.

   Vocabulary

   a. For each vocabulary word listed (Questions 1-5), the student should leave a definition or synonym that shows an understanding of the word as it is used in the sentence. Score vocabulary questions as one (1) point each. Five (5) is a perfect score; zero (0) means none are correct.

   Main Idea

   b. In Question Six (6) you will assign a score of 1-5. The score should be based on how completely the student comprehends the paragraph.
      1) little knowledge or comprehension
      2) some grasp of paragraph
      3) fair idea of paragraph's content
      4) good idea of paragraph
      5) description which tells what the whole paragraph is about

   Details

   c. In Question Seven (7) a full score, five (5) points, should be based on whether the student puts down the two important facts.
      1) any one fact in the paragraph
      2) any two facts in the paragraph
      3) one fact that answers the statement well
      4) one fact that answers the statement well and any one that is in the paragraph
      5) Two facts that answer the statement well

Inference

d. In Question Eight (8) you are looking for an understanding that goes beyond what is in the paragraph.

1) any attempt to answer

2) any answer that even addresses the question

3) some idea of an extension of the basic knowledge

4) 5) a good answer which shows an understanding of the implications of the question.

EXAMPLE: A few words which describe what a good title for the paragraph is about would receive a score of four (4).

4. Total the scores (1-8), for each paragraph.

EXAMPLE:

	Paragraph 1		Paragraph 2		TOTAL
Vocabulary	_____	+	_____	=	_____
Main Idea	_____	+	_____	=	_____
Details	_____	+	_____	=	_____
Inference	_____	+	_____	=	_____

5. Enter the score from each area and the total on the class scoring sheet.

6. Paragraph one was chosen for student who have lower reading levels. Paragraph two was chosen for students who read at the high school level.

FOOD PREPARATION
READING SKILLS- I

READ THIS PARAGRAPH:

According to a recent survey, there are 378,460 COMMERCIAL restaurants in the United States. More than 70 percent of these feature quick service. Only 22 percent are classified as "white-cloth." These are eating places in which COUNTER and CAFETERIA service are not available. LEISURELY dining, once a TRADEMARK of the restaurant business, has been crowded into the background by fast service.

ANSWER QUESTIONS ON THE NEXT PAGE

Food Service Worker, Delmar Publishers, Albany, NY, 1970.

NAME_____

FOOD PREPARATION
READING SKILLS- I

DIRECTIONS TO STUDENT:

Please tell what the following words mean as they are used in the previous paragraph:

1. COMMERCIAL_____

2. COUNTER_____

3. CAFETERIA_____

4. LEISURELY_____

5. TRADEMARK_____

VOCABULARY_____
(0-5)

6. What is this paragraph about?_____

MAIN IDEA_____
(1-5)

7. What are two kinds of service in a restaurant?

(1)_____

(2)_____

DETAILS_____
(1-5)

8. Why do you think there are more quick service restaurants?

INFERENCE_____
(1-5)

TOTAL SCORE_____

FOOD PREPARATION
READING SKILLS - II

READ THIS PARAGRAPH:

The TEXTURE of food changes during cooking. Some texture changes occur naturally when fruits and vegetables RIPEN. The METHOD of cooking and the LENGTH of cooking time have a very important influence on the texture of the finish product. An example of this is meat, an expensive and important food item. TENDER cuts of meat should be cooked at a low temperature and for a short period of time if they are to remain tender. However, the less tender cuts of meat must be cooked for a long period of time.

ANSWER THE QUESTIONS ON THE NEXT PAGE

Leilani Brinkley Peck, Lenora Moragne, Mary Suzanne Sickler and Ethel O. Washington, Focus on Food, Webster Division, McGraw-Hill Book Company, 1974.

NAME_____

FOOD PREPARATION
READING SKILLS- II

DIRECTIONS TO STUDENT:

Please tell what the following words mean as they are used in the previous paragraph:

1. TEXTURE_____

2. RIPEN_____

3. METHOD_____

4. LENGTH_____

5. TENDER_____

VOCABULARY_____
(0-5)

6. What is this paragraph about?_____

MAIN IDEA_____
(1-5)

7. Name two important ways to influence texture.

(1)_____

(2)_____

DETAILS_____
(1-5)

8. Why do you cook less tender cuts of meat a long time?_____

INFERENCE_____
(1-5)

TOTAL SCORE_____

LISTENING SKILLS

DIRECTIONS TO THE TEACHER:

This test is designed to indicate how well your students use their auditory skills. They will be listening to a passage that is read two times. Then they will fill in the missing words on the answer sheet.

In order to utilize the Listening Skills Unit, the listening skills paragraph needs to be taped or read to the students by you.

Please read the directions on the student sheets to the class. The students may write on their answer sheets at any time during the two readings. The students should be asked to read the test sheet before listening to the tape.

GRADING:

The number correct is the total number of correct words filled in the blanks. Please accept reasonable substitutes for the words. Overlook poor spelling.

FOOD PREPARATION
LISTENING SKILLS

When eggs are used to thicken liquids, as in custard, they are beaten slightly so they can be easily blended with the liquid. Then heat is applied. As the egg proteins become coagulated, the clot forms evenly all through the liqud. When this happens, the clot entraps the liquid and all the other ingredients of the mixture to make a smooth and velvety thickened product. As in the cooking of eggs alone, the temperature must be relatively low and the length of cooking time carefully regulated so that it is not extended beyond the time when the desirable thickness is obtained. If the temperature of cooking is too high or the time too long, the coagulated protein mass becomes rubbery, squeezes out some of the liquid and gives the product a rough texture. The dish is said to be "curdled" and, of course, it is of inferior quality.

PARAGRAPH TO BE READ OR TAPED

FOOD PREPARATION
LISTENING SKILLS

ANSWERS

Using eggs to thicken liquids.

1. They are used in custard.
2. They are beaten slightly so they can be easily blended.
3. Then heat is applied.
4. The egg proteins coagulate.
5. A dot forms on top.
6. The clot entraps and other ingredients to make a smooth velvety product.
7. Temperature should be low and cooking time checked carefully.
8. Don't cook beyond the time when it's thick enough.
9. If the temperature is too high or the time too long, the mass gets rubbery, dry and rough textured.
10. Then you would say that the dish "curdled"and it is inferior.

LISTENING SKILLS

DIRECTIONS TO STUDENT:

You will hear a passage read from the book just mentioned. The passage will be read once quickly and then again slowly.
Listen carefully to the passage each time it is read. As you listen to the passage being read fill in the blanks. You will fill in the facts that you hear on your answer sheet.

READ YOUR SHEET THROUGH BEFORE LISTENING TO THE TAPE.

NAME_____

FOOD PREPARATION

LISTENING SKILLS - Student Worksheet

Using eggs to thicken liquids.

1. They are used in _____.
2. They are_____slightly so they can be easily _____.
3. Then _____is applied.
4. The _____ proteins coagulate.
5. A _____ forms on top.
6. The _____ entraps and other ingredients to make a _____ velvety product.
7. Temperature should be _____ and cooking time _____ carefully.
8. Don't cook beyond the time when it's _____ enough.
9. If the temperature is too _____ or the _____ too _____, the mass gets rubbery, dry and rough textured.
10. Then you would say that the dish "_____" and it is inferior.

PARTS OF A BOOK

DIRECTIONS TO THE TEACHER:

Being able to locate information in a book is an important skill in most vocational areas. This test is designed to indicate the student's information locating ability in using a TABLE OF CONTENTS and an INDEX.

The student will use a table of contents and an index from your vocational area to answer five questions for each of the two areas. CAUTION students that the Table of Contents and/or Index may have more than one page. Ask students to check all pages before writing down their answers.

SCORING:

Correct the two parts and enter the total score on the class-scoring sheet.

Example:

Score - Table of Contents . . . . . _____

Score - Index . . . . . + _____

(0-10) _____

FOOD PREPARATION
PARTS OF A BOOK

ANSWERS:

Table of Contents

1. page(s) 2
2. page(s) 42
3. page(s) 30
4. page(s) 41
5. page(s) 18

Index

1. page(s) 193
2. page(s) 298
3. page(s) 32-33, 306, 308 (accept any or all of these pages).
4. page(s) 169
5. page(s) 160-179

PARTS OF A BOOK

DIRECTIONS TO THE STUDENT:

There will be two parts to this section.

Using a Table of Contents
Using an Index

*Answer the Table of Contents questions by using the Table of Contents that follows.

*Answer the Index questions by using the Index that follows.

NAME_____

FOOD PREPARATION
PARTS OF A BOOK

TABLE OF CONTENTS:

Using the table of contents answer the following questions.

On which page(s) would you find:

1. Protecting our food supply?	1. page(s)_____
2. Food additives?	2. page(s)_____
3. Accepting new foods?	3. page(s)_____
4. The road to good nutrition?	4. page(s)_____
5. What you can do?	5. page(s)_____

FOOD PREPARATION
PARTS OF A BOOK

TABLE OF CONTENTS:

UNIT 1 Food for Everyone 1

Chapter 1 THE CHALLENGES OF FOOD 2
Unlocking the Mysteries of Food/Feeding All the World's People/Protecting Our Food Supply/Working Together for Change/The Challenges to You

Chapter 2 FOOD ENOUGH FOR ALL 10
A Balanced Diet for Everyone/Improving World Nutrition/What you Can Do

Chapter 3 FOOD IN THE AGE OF ECOLOGY 18
Nature's Food Webs/The Environment's Effect on Our Food/Our Food Demands Affect the Environment/What you Can Do

Chapter 4 THE FOOD OF THE FUTURE 30
Foods With More Protein/Accepting the New Foods

UNIT 2 The Road to Good Nutrition 41

Chapter 5 YOU ARE WHAT YOU EAT 42
The Nutrient Team/Food Additives/Fiber/Putting Food to Work/What you Eat Does Make A Difference

NAME_____

FOOD PREPARATION
PARTS OF A BOOK

INDEX:

Using the index answer the following questions.

On which page(s) would you find:

1. The digestion of protein? 1. page(s)_____
2. Quality standard in food? 2. page(s)_____
3. Shellfish? 3. page(s)_____
4. Skewer? 4. page(s)_____
5. Preparation of food? 5. page(s)_____

INDEX

poverty, 15, 146
powdered ingredients, 165
precooked foods, 232, 239
preheating, 177
prehistoric man, 2, 5
prenatal care, 70-71, 85, 90, 146, 323
preparation:
  of convenience foods, 146, 238, 241
  for entertaining, 260, 261
  equipment, 152
  of food, 160-179
  shopping, 288
preservatives, 55
preserving food, 229
prices of food, 281-286
private labels, 279
processors. 7, 279, 280-281, 292, 298
producers, 7, 278, 280
professional groups, 6
profit margin, 284
proteins, 45-46
  absorption of, 56
  bones need, 81
  breakfast and, 77, 139
  buying for, 292
  cooking affects, 197
  digestion of, 193
  foods with, 30, 37, 188, 197, 314, 315
  infants need, 265-266
  muscles need, 81
  teeth need, 82
public markets, 117
puree, 168

quacks, 370-376

raw fruits, 55
raw materials, 278-279
RDA, see Recommended Daily Allowance, and Recommended Dietary Allowance
Readers' Guide to Periodical Literature, 116
ready-to-eat foods, 231
recipes, 137, 138, 139, 160-165, 273, 400-411
Recommended Daily Allowance (USRDA), 62
Recommended Dietary Allowance (RDA), 60, 63, 73, 323

recycling, 26-27
Red Cross, 346
refrigerator, 151
regional food patterns, 144-145
religion, 106-108, 133
rennin, 197
Resource list 419-420
resources, 128, 131, 339, 346, 388
retail grocer, 279, 282, 286
riboflavin (B_2), 48, 68
rice, 13, 32, 34, 201, 294, 314, 315
roasting, 177, 193
rolling out, 171
routine, 157, 158
Russia, 122
Rutgers University, 37

safety, 55, 153, 155, 157, 193, 195
salads, 244
sales receipt, 285
sales tax, 284
salmonella, 194
salt, 55, 68, 69, 141, 189
sandwiches, 243-244, 254
sanitary codes, 320
saturated fatty acids, 46-47
sauteing, 175
scalding, 174
schedules, 110, 111
school good programs, 323-324
scientists, 6
scoring, 167
scrambling, 174
sea, 32-33
sea cow, 175
searing, 175
seasoning, 141, 181, 189
seasons, 141, 282
sebum, sebaceous glands, 81
senses, 108, 140-141
service programs, 275
serving food, 139, 224-225, 261-262, 273-274
sewage, 27
sheep, 31, 301, 302, 305
shellfish, 32-33, 306, 308
shopping, 25, 30, 236, 288, 293-295, 395

shortening, 165, 181, 186
shredding, 167
shrimp, 32
sifting, 168
silverware, 215
simmering, 173
Sirenian, 32
skewer, 169
skills, 136, 229, 232
skimming, 174
skin, 81, 133
slicing, 169
slivering, 167
smell, 108, 141
snacking, 30, 77, 79-80, 225, 270
snails, 32
sodium, 48
soil, see land
solid shortening, 165
soups, 244, 245
South America, 12, 32, 33, 383
soybeans, 35, 36, 46, 55
special diets, 237
Spain, 115, 119-120
spices and herbs, 189-190
Spice Islands, 114
sports events, 254-255
stainless steel, 218
standards in food, 297-300
  of identity, 297
  of quality, 298
starches, 46, 145, 193, 199
steam, 174, 185-186, 192
steeping, 174
stewing, 175
stirring, 171
storage, 202-203
stores, 293, 294
straining, 168
sugars, 46, 55, 165, 186-187, 199
sulfur, 48
sunflowers, 35
supermarkets, 285, 293
Supplemental Food Program, 322
supply and demand, 104, 281, 306
surface cooking, 172-173
Sweden, 145
sweetners, 181, 186-187

table covers, 217
table settings, 214-225
taste, 108-109
techniques, 180
teenagers, 16, 60, 73, 76-77, 81, 130
teeth, 48, 72, 82-83, 265, 272
temperature:
  body, 53
  cooking, 164-178
tenderize, 16
texture, 141, 196, 268

SOURCE: Peck, Maragne, Sickler, and Washington, Focus on Food Mcgraw-Hill, New York, 1974

MATHEMATICS TEST

DIRECTIONS TO THE TEACHER:

This test is designed to assess skill areas that might be needed in a vocational class.

The skills cross vocational areas.

The first ten questions comprise a basic skills assessment. The rest of the test uses various kinds of skills in diverse mathematical areas.

A student should not spend too much time on any one problem. He/she should be given extra time if necessary.

1. Allow one hour for students to complete this test.
2. Score the answers on the students' test.
3. Subtract the number missed from forty-two (42).
4. Enter the score on the class scoring sheet.

It is easy to tell which areas a student is weak in by referring to the test itself.

This is important when there are only a few wrong.

DESIGN AND IMPLEMENTATION OF AN ASSESSMENT MODEL FOR STUDENTS ENTERING VOCATIONAL EDUCATION PROGRAMS IN THE STATE OF COLORADO-

ERRATA SHEET
Mathematics Test

5.d) .48 meters or 48 centimeters

10.d) 7 or 7.0

13. 9.10 9.910 091.0 0910

14. 7860

15. $2234.85

16. $3\frac{1}{5}$ hours

MATHEMATICS

Answer Key

1a. 13

1b. 1373

2a. 6

2b. 1622

3a. 4/5

3b. 10 7/8

4a. 4/7

4b. 1 6/8, 1 3/4

5a. 17.67

5b. 3 ft. 5 in.

5c. 2.87

5d. 75 centimeters

6a. 36

6b. 131274

7a. 5

7b. 107

8a. 17 ½

8b. 63/16

9a. 25

9b. 61/15

10a. .0030

10b. 3.774

10c. 8.1

10d. .7

11. 0.41

12. 5280 square feet

13. 0.910, 09.10, 091.0, 0910

14. $180

15. $342.45

16. 2 feet 3 inches

17. $48.80

18a. 3/4

18b. 4 1/8

18c. 5 ¼

19d. 1 1/8

19e. 7/8

19f. 1 3/4

20. ½ cup

21. 4 cups

22. 7:00

23. 7 hours

24. $2.50

25. 160 meters

26. 2 hours

MATHEMATICS

DIRECTIONS TO THE STUDENT:

*TRY EACH QUESTION.

*DO NOT SPEND A LONG TIME ON ANY ONE QUESTION.

*USE THIS SHEET TO WORK OUT ANSWERS.

*ASK FOR AN EXTRA SHEET OF PAPER IF YOU NEED IT.

* DO NOT WORRY IF SOME QUESTIONS ARE TOO HARD FOR YOU.

NAME_____

MATHEMATICS TESTING SECTION

DIRECTIONS TO STUDENT:

Solve each problem and put answer in the space provided. Don't spend alot of time on any one problem.

			ANSWERS
1a.	$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$	b. $\begin{array}{r} 782 \\ +591 \\ \hline \end{array}$	1a. _____ 1b. _____
2a.	$\begin{array}{r} 18 \\ -12 \\ \hline \end{array}$	b. $\begin{array}{r} 4001 \\ -2379 \\ \hline \end{array}$	2a. _____ 2b. _____
3a.	$\begin{array}{r} 1/5 \\ +3/5 \\ \hline \end{array}$	b. $\begin{array}{r} 7\ 1/2 \\ +3\ 3/8 \\ \hline \end{array}$	3a. _____ 3b. _____
4a.	$\begin{array}{r} 5/7 \\ -1/7 \\ \hline \end{array}$	b. $\begin{array}{r} 3\ 5/8 \\ -1\ 7/8 \\ \hline \end{array}$	4a. _____ 4b. _____
5a.	Add: 14.6 to 3.07	b. Add: $\begin{array}{r} 1\text{ft.}8\text{in.} \\ 1\text{ft.}9\text{in.} \\ \hline \end{array}$	5a. _____ 5b. _____

NAME_____

Mathematics Testing Section

ANSWERS

5c. Subtract: 15.63 from 18.5

d. Subtract:
3 meters 3.0 CM
-2 meters 55 CM

5c. _____

5d. _____

6a. 12
x 3

b. 429
x306

6a. _____

6b. _____

7a. $5\overline{)25}$

b. $26\overline{)2782}$

7a. _____

7b. _____

8a. 7 x 2 ½

b. 1 3/4 x 2 ¼

8a. _____

8b. _____

9a. 6 ½ ÷ ¼

b. 7 5/8 ÷ 1 7/8

9a. _____

9b. _____

10a. .06
x.05

b. 10.2
x .37

10a. _____

10b. _____

10c. _____

10d. _____

c. $8\overline{)64.8}$

d. $2.50\overline{)17.5}$

NAME_____

Mathematics Testing Section

11. Write forty-one hundredths as a decimal.

ANSWER_____

12. What is the bottom floor area of a house which has the following dimensions: 96 ft. long, 55 ft. wide?

ANSWER_____

13. Arrange the following numbers from the smallest to the largest.

0910. 9.910 091.0 09.10

ANSWER_____

14. As an apprentice you are paid $3.93 an hour. For a 50 week year you work 40 hours each week. What is your yearly income?

ANSWER_____

15. Four (4) apprentice machinists worked 7½ hours each day for $3.93 an hour. Five master electricians worked 6 3/4 hours each day at $9.75 an hour. How much must the contractor pay in total wages for the week?

ANSWER_____

16. Three pieces of pipe, 2 feet 7 inches long are cut from a 10 foot length. How much is left?

ANSWER_____

NAME_____

Mathematics Testing Section

17. In 5 workdays, a welder earns $50, $55, $42, $65, and $32. What is the average earning per day.

ANSWER_____

18. Reading <u>one-eighth rule</u> below, use the drawing below and give the reading of the indicated points.

a. Reading at point C _____

b. Reading at point K _____

c. Reading at point M _____

19 Find the distance between the following letters. (BE SURE TO GIVE ANSWERS IN LOWEST TERMS). Show your work.

d. A to D _____

e. J to L _____

f. I to M _____

20. ¼ cup + ¼ cup = _____

ANSWER_____

NAME_____

Mathematics Testing Section

21. How many cups in a quart?

ANSWER_____

22. If John starts baking a cake at 5:00 and the cake takes one hour to bake, at what time will it be finished?

ANSWER_____

23. If Mary and Jane start a project at 9:00 a.m. and need to finish it before 12:30 p.m. what is the total amount of time they have to do it?

ANSWER_____

24. Sue completes an oil change and will also do a lube job on the car. The oil change should take 15 minutes and the lube will also take 15 minutes. If Sue makes $5.00 an hour, how much will she make for these two jobs?

ANSWER_____

25. A field is 30 meters wide and 50 meters long. How many meters of fence will it take to go around the outside of the field?

ANSWER_____

26. You work 40 hours a week. You spend 5% of the time doing clean-up work. How much time is this per week?

ANSWER_____

NAME_____

VOCATIONAL AWARENESS QUESTIONNAIRE

1. Name 2 jobs that you think you could do right now, without any training:
   1._____
   2._____
2. Name 2 jobs that you would like to do, if you had the training:
   1._____
   2._____
3. How much money do you think you will make on your first job?
   _____per hour _____per week
4. What job would you like to have 5 years from now?
   _____
5. Would you like to work:
   Inside_____
   Outside_____
6. Would you like to work:
   With other people_____
   By yourself_____
7. Would you do non-clean work?
   Yes, I would_____
   No, I won't_____
8. Have you ever worked and received a paycheck? Yes_____ No_____
9. What kind of work did you do? _____
10. What kind of work does your parent or guardian do?
    Father_____ Mother_____
    Guardian_____
11. Do you have a driver's license? Yes_____ No_____
12. Name any hobbies or interests you have. _____
    _____
13. Which kind of work would you like better? (CHECK ONE (1)).
    _____One with new things to learn each week.
    _____One where you could learn only one or two things well.

Adapted from: St. Louis Special School District

CLASS SCORING SHEET

DIRECTIONS TO THE TEACHER:

1. Enter all scores on to the class scoring sheet for each student in your class.
2. Circle or highlight all scores below 50% of total in each section.
3. You can use the results to:
   a. Locate areas of weakness that may need to be taught in the classroom.
   b. Group students for extra help.
   c. Refer students for help or support services.
   d. Prepare lessons and tests.
   e. Set individual and class goals.
   f. Place students in vocational programs.

CLASS SCORING SHEET

STUDENT	Skill Area	Vocabulary	Main Idea	Details	Inference	Reading Skills Total Score		Listening Skills		Parts of Book		Following Directions (World of Work ONLY)		Safety Words Quiz (World of Work ONLY)		Mathematics